Indiana's Response to Intervention Academy

Assessment/Progress Monitoring & Data-based Decision Making: Achieved/Maintaining

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Presentation Outcomes:

- Overview of decision-making approaches (visual analysis, trend, level, trend plus level)
- Overview of best practices for interpreting progress monitoring data
- Connecting progress monitoring data to special education eligibility decisions

Essential Components of Response to Intervention

- Implementation of scientifically-based Curricula, Instruction, Intervention, and Extensions
- System of Assessment and Progress Monitoring
- Data-based Decision Making
- School context of strong leadership, cultural competency and responsivity, and school/family/community partnerships.

Integrating a System of Assessment/Progress Monitoring & Data-based Decision Making

- Supports the ongoing assessment of student progress (at necessary frequencies),
- Emphasizes a systematic, problem solving approach to interpreting and using assessment data,
- Informs decisions about effectiveness of instruction and intervention ("responsiveness" or "adequate progress")

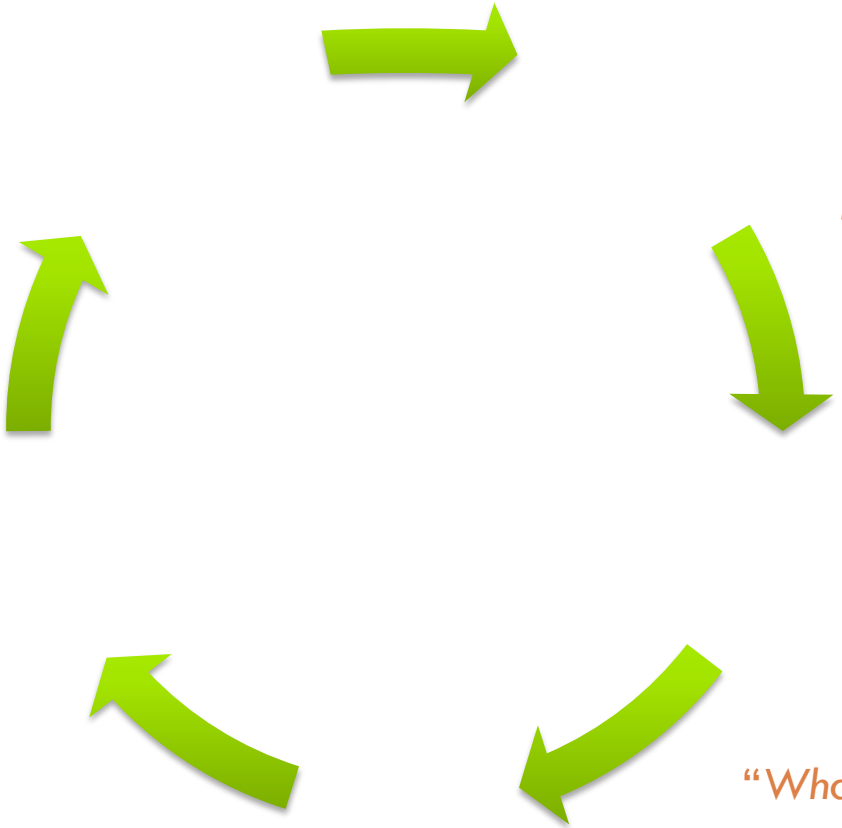
Problem Solving Method

Defining the Problem:

"Is there a problem"?

"What is it"?

"How significant"?



Analyzing the Problem:

"Why is it happening"?

Determining What to Do:

"What shall we do about it"?

Implementing the Plan with Fidelity

Evaluating Progress:

"Did the plan work"?

"What needs to happen next"?

Determining Responsiveness

- Determining responsiveness or “adequate progress” requires
  1. Goal/Criterion
  2. Sufficient student progress data (prior to and after intervention)
  3. Timeline (e.g., number of weeks)
  4. Interpretation of progress monitoring data

Approaches for Interpreting Progress Data

- Visual analysis
  - Useful when change is obvious
  - Most common “4-point” rule
- Analysis of trend (pattern of change over time)
  - Improved decision making when sufficient data
  - Calculate a slope or rate of improvement; can compare to norms
- Analysis of level (average performance)
  - Insufficient, especially when there’s substantial change or trend
- Analysis of trend and level (dual discrepancy)
  - Provides a more comprehensive approach to data analysis

Interpreting Progress Data Using Visual Analysis

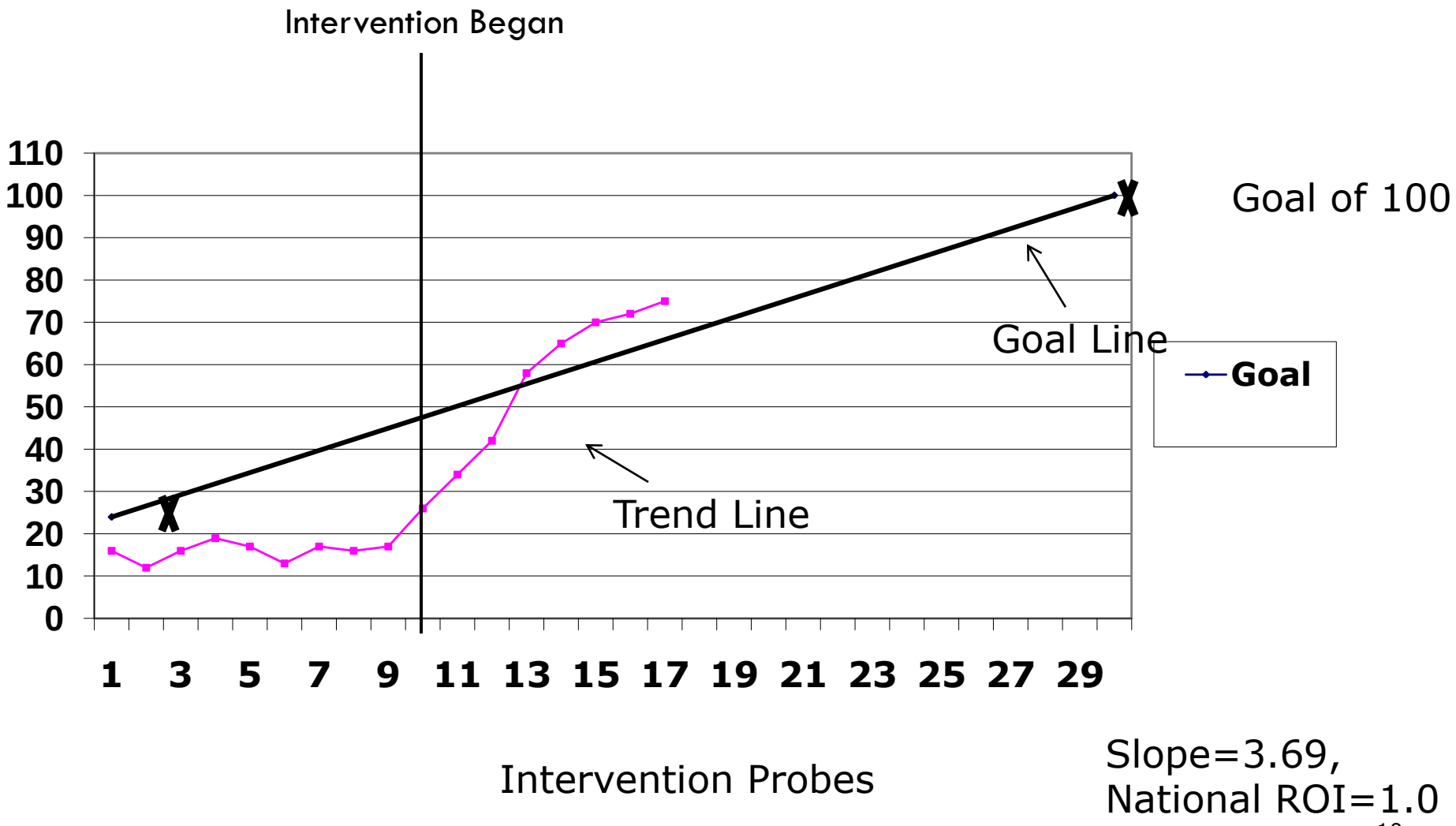
- Based on the 4 most recent consecutive data points,
  - If the 4 data points are all ABOVE the goal line, keep the current intervention and increase the goal
  - If the 4 data points are all BELOW the goal line, keep the current goal and modify the intervention
  - If the 4 data points are neither above or below the goal line, maintain the current goal and intervention and continue collecting/reviewing data

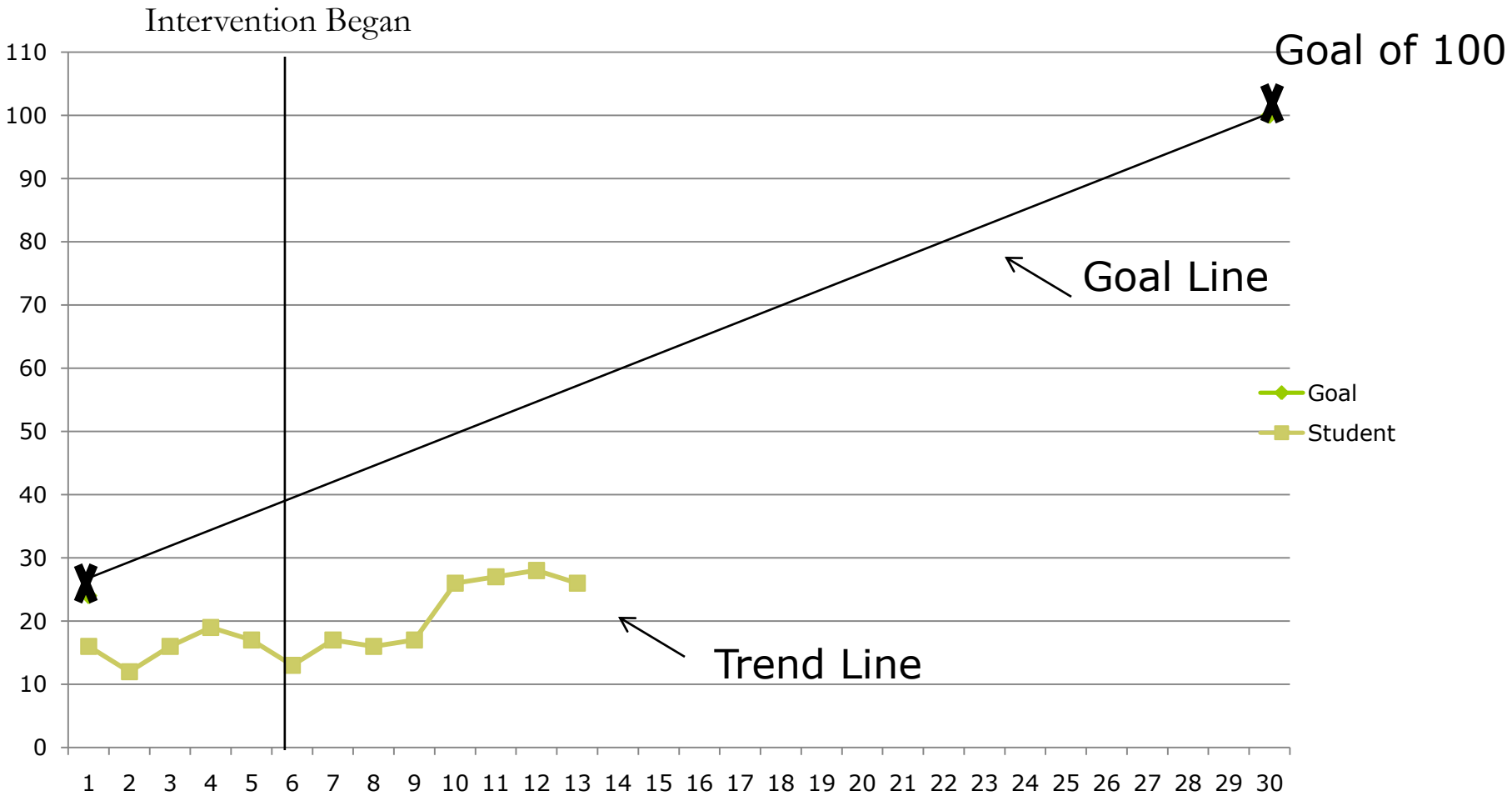
Note: This example applies when an increase in behavior or skill is the goal.

Thinking Beyond Visual Analysis

- Consider other interpretive approaches
  - Analysis of trend
    - Calculating slope, a metric of change
    - Comparing to expected (based on local or national) rates of change (also referred to as rates of improvement, ROI)
  - Analysis of level
    - Comparing student performance with expected level of performance (based on local, state, or national expectations)
  - Analysis of trend and level
    - An example: Student..
      - Makes less progress than other students at the 25th percentile AND
      - Performs below the level expected at the 10th percentile based on district norms

Visual displays of data are valuable!





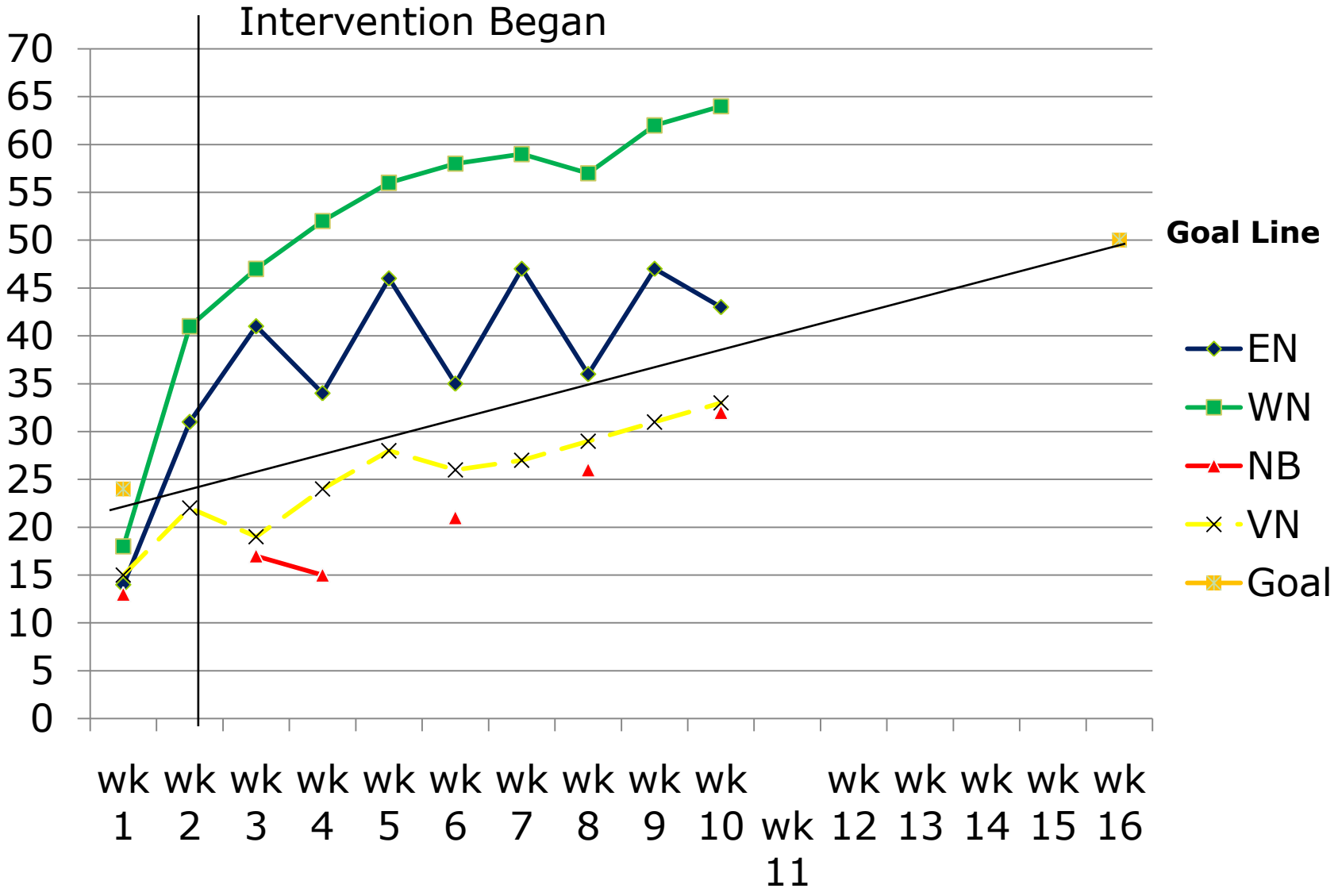
Intervention Probes

Slope=.77,
National ROI=1.0

Considerations when interpreting progress data

- Is there sufficient data?
- Is there a lot of variability in the data?
- Does the data change when the intervention changes?
- What do we see happening with the 4 students in the next graph?

Hixson, Christ, Bradley-Johnson (2008). In Thomas & Grimes (Eds.), Best Practices in School Psychology V. MD: NASP.


Intervention Began
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
wk 1
wk 2
wk 3
wk 4
wk 5
wk 6
wk 7
wk 8
wk 9
wk 10
wk 11
wk 12
wk 13
wk 14
wk 15
wk 16
Goal Line
EN
WN
NB
VN
Goal

Connection to Article 7

- Article 7
  - Comprehensive and Coordinated Early Intervening Services
  - Consideration during eligibility determination
    - Emotional Disability
    - Language Impairment
    - Specific Learning Disability
  - Emphasis on ongoing, progress monitoring data
  - Reevaluation is ongoing, not a single event

Considerations of SLD Eligibility

1. Underachievement
2. Specific Learning Disability Indicator
3. Exclusion of Other Factors

Lichtenstein, R. (2008). Best Practices in the Identification of Learning Disabilities. In Thomas & Grimes (Eds.)., Best Practices in School Psychology V. MD:NASP

	Elements of Definition for SLD in Article 7, 511 IAC 7-41-12(a)
Under-achievement	…does not achieve adequately…
Specific Learning Disability Indicator	….insufficient progress….. when using a process based on the student's response to scientific, research-based intervention; OR ….pattern of strengths and weaknesses…. prohibited use of a severe discrepancy
Exclusion of Other Factors	(A) a visual, hearing, or motor disability; (B) a cognitive disability; (C) an emotional disability; (D) cultural factors; (E) environmental or economic disadvantage; (F) limited English proficiency; or (G) lack of appropriate instruction in reading or math evidenced by: (i) data demonstrating that …student was provided appropriate instruction in general education (ii) …repeated assessments of achievement at reasonable intervals…

	Elements of Definition for SLD in Article 7, 511 IAC 7-41-12(a)	Evaluation Requirement for SLD in Article 7, 511 IAC 7-41-12(b)
Under-achievement	…does not achieve adequately…	1) Current academic ach 2) Observation
Specific Learning Disability Indicator	….insufficient progress….. when using a process based on the student's response to scientific, research-based intervention; OR	5) Assessment of Progress
	….pattern of strengths and weaknesses…. prohibited use of a severe discrepancy	1) Current academic ach 6) Any other assessments…
Exclusion of Other Factors	….does not include learning problems primarily the result of: … (G) lack of appropriate instruction in reading or math evidenced by…	6) Any other assessments.. 5) Assessment of Progress 3) Available medical info 4) Social/Developmental History

Need to Determine how to Operationalize

1. Does not achieve adequately,
   - Consider grade- and age-level expectations
2. Insufficient progress,
   - Consider progress or change in performance over time
3. Pattern of strengths and weaknesses,
   - Consider skills and factors known to be related to the area of difficulty
4. Lack of appropriate instruction.
   - Consider factors such as academic engaged time, instruction and intervention strategies, pacing, etc.

Key Websites

IDOE Center for Exceptional Learners
http://www.doe.in.gov/exceptional/speced/welcome.html

RTI Action Network
http://www.rtinetwork.org

National Center on Response to Intervention
http://www.rti4success.org/

National Research Center on Learning Disabilities
http://www.nrcld.org/